

**Seva School CURRICULUM 2020/21**

| YEAR TWO                                     |   |  |   |   |  |  |
|--|---|--|---|---|--|--|
| TERM   | Autumn 1  | Autumn 2   | Spring 1  | Spring 2  | Summer 1   | Summer 2   |
| THEME  | Vets and Pets   | London's Burning   | Castles and Knights   | Jurassic Forest   | Jobs and Our Local Area  | Our World  |
| <b>English</b>                               | <p>Texts:</p> <p>Recovery Curriculum – Here We Are by Oliver Jeffers</p> <p>Six Dinner Sid by Inga Moore</p> <p>Usborne Pet Guides: Looking After Cats and Kittens</p> <p>Fiction:<br/>Poetry:<br/>Riddles:<br/>Guess Who?</p> <p>Non-Fiction:<br/>Instructions</p> | <p>Texts:<br/>Newspaper Reports<br/>Non-fiction:<br/>Recount and newspaper reports:<br/>The Great Fire of London (various texts)</p> <p>Fiction:<br/>Traditional Tales:<br/>Linked to the<br/>Poetry: Calligrams:<br/>Bandi Chorr<br/>Fireworks/Divali<br/>Christmas</p> | <p>Texts:<br/>Small Knight and George by Ronda Armitage<br/>See inside Castles by Katie Daynes</p> <p>Fiction:<br/>Settings, Characters and Plot in Stories</p> <p>Non-fiction:<br/>Informal Letters:<br/>Write to Small Knight</p> | <p>Texts:<br/>Harry and the Bucketful Dinosaurs by Ian Whybrow</p> <p>Non-Fiction:<br/>Non-Chronological Reports:<br/>Dinosaurs</p> <p>Fiction:<br/>Short Story</p> | <p>Texts:<br/>Mr Men and Little Miss Books by Roger Hargreaves<br/>The Sound Collector by Roger McGough</p> <p>Fiction:<br/>Performing and Reciting Poetry<br/>Poem-Create your own versions<br/>Short Story</p> <p>Non-Fiction:<br/>Information Leaflet:<br/>Fire Safety Posters<br/>Visit from the Fire Fighters</p> | <p>Texts:<br/>Billu Leaves India! by Gursh Subhra</p> <p>Playscripts:<br/>Jack and the Beanstalk</p> <p>Non-Fiction:<br/>Explanation Atlases and Encyclopaedias<br/>The United Kingdom</p> <p>Fiction:<br/>Traditional Tales-<br/>Adventure Story:</p> |
| <b>Visits/<br/>Visitors &amp;<br/>Events</b> | European day of Languages (26.09.20)  | Bandi Chor Diwas (14.11.20)<br>Guru Nanak Gurparab (30.11.20)<br>Christmas (25.12.20)<br>Pantomime Visit   | Visit to Tamworth Castle.<br>Safer internet day (09.02.21)  | World Book Day (04.03.21)<br>Vaisakhi (13.04.21)<br>Easter  | Visit from the firefighters onsite   | Virtual Mosque Visit   |

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| <b>Maths</b> | <p><b>Number: Place Value</b><br/>Count objects to 100 and read and write numbers<br/>Represent numbers to 100<br/>Tens and ones using addition<br/>Use a place value chart<br/>Compare objects<br/>Compare numbers<br/>Order objects and numbers<br/>Count in 2s, 5s and 10s<br/>Count in 3s</p> <p><b>Number: Place Value</b><br/>Fact families – addition and subtraction bonds to 20<br/>Check calculations<br/>Compare number sentences<br/>Related facts<br/>Bonds to 100 (tens)<br/>10 more and 10 less<br/>Add and subtract 10s<br/>Add a 2digit and 1digit number crossing 10<br/>Add two 2digit numbers not crossing 10<br/>Add two 2digit numbers crossing 10</p> | <p>Subtract two 2digit numbers not crossing 10<br/>Subtract two 2digit numbers crossing 10<br/>Add three 1digit numbers</p> <p><b>Measurement: Money</b><br/><br/>Count money – pence<br/>Count money – pounds<br/>Count money – notes and coins<br/>Select money<br/>Make the same amount<br/>Compare<br/>Find the total<br/>Find the difference<br/>Find change<br/>Two-step problems</p> <p><b>Number: Multiplication and Division</b><br/><br/>Recognise equal groups<br/>Make equal groups<br/>Add equal groups<br/>Multiplication sentences<br/>Use arrays<br/>2 times-table<br/>5 times-table<br/>10 times-table</p> | <p><b>Multiplication and Division</b><br/>Make equal groups – sharing<br/>Make equal groups – grouping<br/>Divide by 2<br/>Odd and even numbers<br/>Divide by b5<br/>Divide by 10</p> <p><b>Statistics</b><br/>Make tally charts<br/>Draw pictograms ( 1-1)<br/>Interpret pictograms (1-1)<br/>Draw pictogram (2,5 and 100)<br/>Interpret pictograms (2, 5 and 10)<br/>Block diagrams</p> <p><b>Properties of Shape</b><br/>Recognise 2-D and 3-D shapes<br/>Count sides on 2-D shapes<br/>Count vertices on 2-D shapes<br/>Draw 2-D shapes<br/>Lines of symmetry<br/>Sort 2-D shapes<br/>Make patterns with 2-D shapes<br/>Count faces on 3-D shapes<br/>Count edges on 3-D shapes<br/>Count vertices on 3-D shapes<br/>Sort 3-D shapes<br/>Make patterns with 3-D shapes</p> | <p><b>Number: Fractions</b><br/>Make equal parts<br/>Recognise a half<br/>Find a half<br/>Recognise a quarter<br/>Find a quarter<br/>Recognise a third<br/>Find a third<br/>Unit fractions<br/>Non-unit fractions<br/>Equivalence of 1 2 and 2 4<br/>Find three quarters<br/>Count in fractions</p> <p><b>Measurement: Length and Height</b><br/>Measure length (cm)<br/>Measure length (m)<br/>Compare lengths<br/>Order lengths<br/>Four operations with lengths</p> | <p><b>Geometry: Position and Direction</b><br/><br/>Describing movement<br/>Describing turns<br/>Describing movement and turns<br/>Making patterns with shapes</p> <p><b>Problem Solving and Efficient Methods</b><br/><br/><b>Measurement: Time</b><br/><br/>O'clock and half past<br/>Quarter past and quarter to<br/>Telling time to 5 minutes<br/>Hours and days<br/>Find durations of time<br/>Compare durations of time<br/>Compare and sequence intervals of time.</p> | <p><b>Measurement: Time</b><br/><br/>O'clock and half past<br/>Quarter past and quarter to<br/>Telling time to 5 minutes<br/>Hours and days<br/>Find durations of time<br/>Compare durations of time</p> <p><b>Measurement: Mass, Capacity and Temperature</b><br/><br/>Compare mass<br/>Measure mass in grams<br/>Measure mass in kilograms<br/>Compare volume<br/>Millilitres<br/>Litres<br/>Temperature</p> <p><b>Investigations</b></p> |

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| <b>Seva Studies</b>             | About My Family Panjab<br>Guru Nanak and Bhai Lalo  | Guru Hargobind Ji<br>Guru Nanak Dev Ji Vadde<br>Sahibzade  | Tegh Bahadur Ji<br>Guru Gobind Singh Ji  | Guru Guru Angad Dev Ji<br>Guru Amar Das Ji   | Guru Arjan Dev Ji<br>Guru Ram Das Ji<br>Sikh Musicology  | Guru Har Rai Sahib Ji<br>Guru Harkrishan Sahib<br>Ji                            |
| <b>RE</b>                       | 1.3 Who is Jewish and what do they believe?   |  | 1.9 What can we learn from the life of Buddha?   |  | 1.2 Who is a Muslim and what do they believe?  |   |
| <b>Science</b>                  | Animals including humans<br>(Humans and animals)  | Humans: Diet and exercise)   | Everyday materials.  | Living Things and their<br>habitats (Food chains)  | Living things and their<br>habitats (Habitats)   | Plants  |
| <b>Scientific enquiry</b>       | Fair/comparative testing<br><br>Which materials are the most flexible?<br>Which materials are the most absorbent?<br>Identify & Classify<br>We need to choose a material to make an umbrella. Which materials are waterproof?<br>Observation over time<br>What happens to materials over time if we bury them in the ground?<br>What happens to shaving foam over time?<br>Pattern Seeking<br>Is there a pattern in the types of materials that are used to make objects in a school?<br>Research<br>How are bricks made?<br>Which materials can be recycled? | Fair/comparative testing<br><br>In which season does it rain the most?<br>Identify & Classify<br>How could you organise all the objects in the solar system into groups?<br>Observation over time<br>How does the colour of a UV bead change over the day?<br>Pattern Seeking<br>Does the wind always blow the same way? | Fair/comparative testing<br>Which pets are the easiest to look after?<br>Identify & Classify<br>How can we organise all the zoo animals? | Observation over time<br>Is our sense of smell better when we can't see?<br>How does my height change over the year?<br>Pattern Seeking<br>Do you get better at smelling as you get older?<br>Research<br>Do all animals have the same senses as humans?<br>Identify & Classify<br>What are the names for all the parts of our bodies? | Fair/comparative testing<br>Which type of compost grows the tallest sunflower?<br>Which tree has the biggest leaves?<br>Identify & Classify<br>How can we sort the leaves that we collected on our walk?<br>Observation over time<br>How does a daffodil bulb change over the year?<br>How does my sunflower change each week?<br>How does the oak tree change over the year?<br>Pattern Seeking<br>Do trees with bigger leaves lose their leaves first in autumn?<br>Is there a pattern in where we find moss growing in the school grounds?<br>Research<br>What are the most common British plants and where can we find them? | Research<br>Are there plants that are in flower in every season? What are they? |
| <b>Scientific capital ideas</b> | Children to bring in a toy for them to investigate what material it is made from/ classify  | Opening lesson in Autumn-let children bring in leaves from home to create art with   | Discussion with children about their favourite animals   | Trip to a Zoo or London zoo online live webcam   | Coombe Abbey trip to see plants  | Children bring in photographs   |

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| <b>PSHE</b>                     | Making friends; feeling lonely and getting help. Managing secrets; resisting pressure and getting help. Can I Join Your Club?   | Recognising things in common and differences; playing and working cooperatively; sharing opinions. How to be a Lion?   | Belonging to a group; roles and responsibilities; being the same and different in the community. The internet in everyday life; online content and information.  | What money is; needs and wants; looking after money. Amazing  | Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help. Growing older; naming body parts; moving class or year. What the Jackdaw Saw   | Safety in different environments; risk and safety at home; emergencies.   |
| <b>History</b>                  |   | The Great Fire of London   | Castles and Knights  | Jurassic forests- Significant individual Mary Anning  |   |   |
| <b>Geography</b>                |   |  |  | Weather patterns in the north and south poles in relation to the equator.   | Jobs and our local area- aerial photographs and field work  | World Maps- Continents, oceans and UK countries and capital cities. Compass directions  |
| <b>Computing &amp; E safety</b> | <u>iLoop</u><br>Introduction to basic song writing skills using app 'Garage Band'. Creating a composition using a variety of instruments and sounds using Apps.<br><br>An understanding of song structure, rhythm and evaluation. | <u>iCode</u><br>Learning coding skills through the use of Apps like 'Kodable, Blockly and Hopscotch'. Develop coding language and use the word algorithm.<br><br>An understanding of steps, loops, basic functions, using coding to solve problems and create artwork. | <u>iCreate</u><br>Introduction to digital photography in the modern era. Learn about basic principles of taking pictures – framing, focus, perspective and photo-editing techniques.<br><br>An understanding of framing, focus, perspective, basic photo-editing techniques and evaluating skills. | <u>iMovie</u><br>Create their own cartoon using the App 'iStopMotion'. Focus on character creation and storytelling.<br><br>An understanding of basic storyboarding and planning. | <u>iTech</u><br>Create awareness and understanding of technology and its use. Learn about the history of technology, how to use it safely and responsibly by looking at e-safety and staying on the internet. An understanding of keeping personal information private; be able to identify where to go for help and support. | <u>iAct</u><br>Introduction to basic film plotting and film making using the App. 'Toontastic, TeleStory and iMovie'. Create a plan and a film trailer for their film.<br><br>An understanding of basic storyboarding and planning, character creation and development, basic film and camera techniques. |

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| <b>Spanish</b>                | <u>Greetings and numbers</u><br>Children will learn basic greetings and gain an understanding of the numbers 1-10 so they can use them in a context. They will take part in role-playing activities and a number of games such as bingo. | <u>Colours and animals</u><br>Children will continue to practice greetings and numbers and begin to learn the names of colours and the names of some animals. They will be able to match the numbers and colours to their written word and learn to recognise and answer some question words. | <u>Days of the week, months, seasons and fruit</u><br>Children will be able to identify the days of the week, months, seasons and names of fruit. They will be introduced to how sentences are arranged and be encouraged to recall single words from memory. There will be a focus on story reading and playing games to reinforce what they are learning. | <u>Food, drink and giving preferences</u><br>Children will start to give their opinions on different food and drinks. They will learn additional vocabulary and practise using what they've learnt in a real-life, role play situation. | <u>Family, stories and conversation</u><br>Children will be learning about the family and how to introduce members of their family and then they will watch a number of Spanish stories. Children will also listen to native speakers and work in pairs to ask each other questions thus practising having conversations in Spanish. | <u>Cultural diversity and revision</u><br>Children will learn about Spanish culture and life in that country. They will also continue to practise numbers and colours whilst revising everything that they've learnt so far this year. There will be more games and singing activities to aid learning. |
| <b>PE</b>                     | Baseline Testing/<br>Multi-skills<br>-Developing basic movements, jumps, balances in a more consistent manner and quality  | Health Related Fitness<br>- Working for a short duration<br>-Able to perform some different exercises with greater poise  | Dodgeball<br>- Able to attempt to throw accurately and dodge and pick up at greater pace  | Football<br>- Greater variety of skills performed with better control<br>-Understand attacking and defending  | Indoor Athletics<br>- Able to attempt different athletic activities showing better technique   | Kwik Cricket<br>-Able to hit with greater force and catch regularly   |
| <b>Music</b>                  | Songs, many original compositions to be sung. These reflect the values, aims and mission statement of the school.  | Through instrumental performance, children will learn a repertoire of pieces in an ensemble setting. Pieces include: Reggae Four, Rise and Fall.  | Children will begin to learn composition skills, having been given a framework and guidance, initially restricted to five notes on keyboard instruments.  | ROCK IT Teacher will demonstrate skills on the full range of classroom instruments (Drum Kit, Keyboard, Glockenspiel, Melodica). Students will have the opportunity to try each one.  | Ukuleles will be played by the whole class. By adding a string instrument, the children will develop a greater understanding of the different elements of music making.  | Classes will sing and provide their own accompaniment. Songs from Autumn 1 will be re-visited and improved using instrumental accompaniment and enhanced vocal skills. (Shosholozza, My School).  |
| <b>Art &amp; DT (cooking)</b> | Design and make a healthy fruit salad  | Design and make Tudor houses  | Line drawings of castles. Artist focus- Paul Klee   | Appliqué textiles. Create an appliqué cushion for mother's day.   | Collage – Nature   | Printing – Animal patterns  |



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Seva

Excellence

Virtues

Aspiration